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ABSTRACT

A curriculum for use with limited English proficient students in English-as-a-second-language or special education classes who are enrolled in the driver education course is described. The 14 lessons require a basic proficiency in understanding, speaking, reading, and writing English. The lessons cover such topics as vocabulary and idioms related to driver education, applying for and getting a driver's license, appropriate interactions with a police officer and at the scene of an accident, road signs, signaling and space cushions, drinking and driving, drugs and driving, how to buy a car, keeping a car in good condition, and economy driving. Each lesson includes objectives, a list of instructional materials needed for implementation, procedures and class activities, and suggestions for evaluation. A list of useful resources is also appended. (MSE)

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DRIVER EDUCATION

Supplemental Lessons and Activities for Use with Limited English Proficient (LEP) Students Enrolled in ESL or Special Education Classes

Developed by Fairfax County Public Schools ESL and Special Education Teachers under Grant #G008525195, Office of Bilingual Education and Minority Languages Affairs, Department of Education, Washington, D.C.

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DRIVER EDUCATION

Supplemental Lessons and Activities for Use with Limited English Proficient (LEP) Students Being Considered for Special Education Services

ACKNOWLEDGMENTS

The supplemental lessons and activities contained in this publication are the results of an innovative and collaborative effort between English as a second language (ESL) teachers and special education teachers, Fairfax County Public Schools, Fairfax, Virginia.

Our appreciation and thanks are extended to the authors: Donna Grossman, special education teacher, Terraset Elementary School; Kas Hashemi, ESL teacher, Falls Church High School; Harriet Hulings, ESL teacher, Oakton High School; Mary Lamond, special education teacher, Annandale High School; Lilli Terry, special education teacher, Annandale High School.

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Esther J. Eisenhower, Ph.D.
Project Director

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INTRODUCTION

This curriculum is designed to be used with limited English proficient (LEP) students in ESL or special education classes who are enrolled in the driver education course. To benefit from this curriculum, LEP students must have basic proficiency in understanding and speaking English. They also need to have basic skills in reading and writing.

Each lesson is at least 50 minutes long.

GENERAL OBJECTIVES

The general objectives of these lessons are to enable students to:

A. Demonstrate knowledge of selected vocabulary and idioms related to driver education

B. Demonstrate awareness of safe driving practices

C. Interact appropriately in social situations related to driving

D. Fill out forms and questionnaires correctly

E. Achieve passing grades in the driver education course

Supplemental materials can be found at the end of this unit.

Objective: Students will develop a dictionary of basic driver education vocabulary.

Instructional Materials:

- Teacher-made driver education flash cards which include appropriate vocabulary
- Blank index cards, paper, and pens

Procedures/Activities:

1. Tell the students the purpose of the lesson.

2. Show vocabulary cards and define unfamiliar vocabulary. Divide class into small groups. Distribute 10 flash cards with the new words to each group.

3. Give each group of students 10-15 minutes to discuss the definitions. Suggest the use of the dictionary or provide the definition when appropriate. Ask the students to write the definition on one side of the index card and a sentence using the word on the other side. Provide assistance and feedback as needed.

4. Ask groups to exchange their ten vocabulary cards with another group and repeat the procedure until all groups have shared their definitions.

Evaluation:

Students will define 8 out of 10 vocabulary items correctly.

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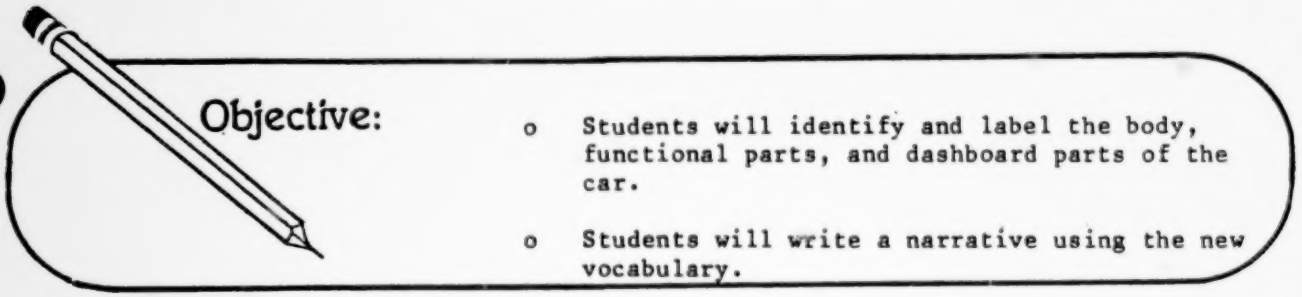
Objective:
o Students will identify and label the body, functional parts, and dashboard parts of the car.
o Students will write a narrative using the new vocabulary.

Instructional Materials:

- SCOPE/Reading Skill 6, "Driving," p. 38-39 (see Supplemental Materials)
- A Conversation Book: English in Everyday Life, Book One, p. 109
- Pencils, paper, magazines, scissors, and tape
- Chalkboard and chalk

Procedures/Activities:

1. Distribute SCOPE workbooks. Call on students to read the words orally and write them on the chalkboard. Ask students to point to the illustrations of individual car parts, as you name them.

2. Ask students to draw a picture of their favorite car and label the parts. Ask for students to volunteer to share their drawings and information related to them.

3. Assign students the following homework:

   - Identify car parts from magazines or newspapers.
   - Draw or cut out a picture of their favorite car and write a short narrative about it.

4. Have students share the results of their homework with the class the following day.

Evaluation:

Students will write a narrative using the new vocabulary with 80% accuracy.

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Objective: Students will follow directions as instructed by a student "police officer."

Instructional Materials:

- Teacher-constructed cards which include oral directions and hand signals to be given by a student "police officer" (vocabulary should include right/left, slow, forward, and reverse.

Procedures/Activities:

1. Review lesson 1 and lesson 2.
2. Explain the game "Red Light, Green Light."
3. Ask for a volunteer "police officer" and hand him or her the instruction cards.
4. Ask all students to gather at one end of the room.
5. Have the police officer orally read or signal one set of instructions, then say "green light." Instruct the students to follow these directions until the police officer says "red light."

Additional Activities:

Let students play Bingo with driver education vocabulary.

Evaluation:

Students will obtain a grade of at least 75% on the vocabulary quiz attached.

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Lesson 3

Vocabulary Quiz *

Directions: On the line, write the letter for the word or words that give the best meaning for the underlined word in the phrase. Write only one letter each time.

1. Dangerous intersection: _____

   a. harmful material
   b. insect killer
   c. meeting of two roads

2. Exit speed--25 miles: _____

   a. driving
   b. going in
   c. going out

3. Proceed with care: _____

   a. go on
   b. go back
   c. speed up

4. Fined for littering: _____

   a. hanging around
   b. taking down a sign
   c. throwing trash on the street

5. Ball playing prohibited: _____

   a. provided
   b. not allowed
   c. not taught

6. A path for pedestrians: _____

   a. horseback riders
   b. police officers
   c. people on foot

7. Paying the toll: _____

   a. bank loan
   b. police officer
   c. amount of money

8. A physical disability: _____

   a. injury or defect
   b. examination or test
   c. health form or certificate

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Vocabulary Quiz - page 2

9. Show some identification: _____

   a. proof of where you live
   b. proof of interest in the job
   c. proof of who you are

10. Your legal residence: _____

    a. relative
    b. home
    c. name

11. A valid application: _____

    a. incorrect and false
    b. in legal order and ready to use
    c. unfinished and not clearly written

12. The police revoked the license: _____

    a. wrote over
    b. renewed
    c. took away

13. The legend on a map: _____

    a. list of signs and symbols
    b. story about an old map
    c. border around a map

14. The light switch on a car: _____

    a. makes your car weigh less
    b. turns on the car lights
    c. tells you how fast the car is traveling

15. The ignition key on a car: _____

    a. starts the car
    b. gives you the answers
    c. cleans the windshield

* Portions of this test are excerpted from Real Life Reading Skills. (See Supplemental Materials, page 40.)

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Objective:

- Students will complete a driver's license application using appropriate vocabulary items.
- Students will state the differences between a driver's license and a learner's permit.

Instructional Materials:

- Glossary of driver education vocabulary
- Overhead projector
- Transparency of Worksheet A and driver's license/learner's permit
- Felt tip marker
- At least two real or photocopied applications for driver's license
- Transparency of application for driver's license

Procedures/Activities:

1. Introduce the following vocabulary in context, on overhead or chalkboard, using glossary, pictures, and other explanatory material:

learner's permit	convicted
driver's license	offense
minor	suspended
residence	revoked
not innocent	renewed
seizure	vehicle

2. Distribute Worksheet A. Discuss the difference between a learner's permit and a driver's license. Ask students to fold Worksheet A so only the grid is visible and to fill in the grid with facts about license and permit.

3. Provide each student with a driver's license application. Write the following information on the board or overhead:

   Carl Zagorsky lives with his family at 4372 High Street in Reston, VA (22090). He was born on October 10, 1969, and is 17 years old. He is 5 feet 11 inches tall, weighs 140 pounds, and has blue eyes and blond hair. He wears eye glasses all the time.

Evaluation:

Students will complete the driver's license application with 80% accuracy.

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Lesson 4

Worksheet A

LEARNER'S PERMIT - This allows you to drive only when a driver with a valid license is seated beside you. The driver must be at least 18 years old. You must have your permit with you whenever you drive.

Requirements:

Must be 15 years, 8 months old
Must have written consent of parents or guardian (if under 18)
Must pass knowledge test (written driver's test based on DMV booklet)
Must pass vision test

Restrictions:

Can be used for only one year
Cannot be renewed--If after one year, you still don't have your license, you must pass the test again to get another learner's permit

DRIVER'S LICENSE - This allows you to drive legally by yourself. You must have your license with you whenever you drive.

Requirements:

Must be 16 years old
Must have a learner's permit (or pass knowledge and vision tests)
Must complete driver education class
Must pass road test
Must pay license fee
Must have parent signature if you are under 18

LEARNER'S PERMIT DRIVER'S LICENSE

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LESSON 5: GETTING A DRIVER'S LICENSE

Objective: Students will list the steps needed to obtain a driver's license.

Instructional Materials:

- Vocabulary and idioms for review
- Dialogue about how to obtain a driver's license
- List of questions for evaluation

Procedures/Activities:

1. Discuss the meanings of vocabulary words and idioms listed in the dialogue about getting a driver's license.

2. Distribute the dialogues and select students to read parts.

3. Organize small groups of students. Ask students to review the vocabulary and to discuss how and when individuals can apply for a driver's license. Students should discuss similarities and differences between the requirements in their native countries and U. S. requirements.

4. Have small groups make a list of requirements for a driver's license, using the dialogue as a reference.

Evaluation:

Students will list the three items which need to be brought to the Division of Motor Vehicles when applying for a license, and name the other steps (vision and road test) which are required.

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Lesson 5

DIALOGUE: GETTING A DRIVER'S LICENSE

Vocabulary: License, DMV, birth certificate, fee, examiner, road test, written permission, vision test, contacts, fee

Idioms: Car is running, gas

Setting: Jon and Susan are walking to school, and are talking about their plans.

JON: I'm getting my license today!

SUSAN: License for what?

JON: I'm getting my driver's license at the DMV.

SUSAN: Great! Do you know what you need?

JON: I'll need paper and pencil. That's all.

SUSAN: No, you need more than that!

JON: Oh? What do I need? I forgot.

SUSAN: Be sure to bring your birth certificate, nine dollars for the fee, and written permission from your parents.

JON: Oh yes! I remember that I have to bring that.

SUSAN: You will have a vision test. Remember to wear your glasses or contact lenses so you can pass the vision test. There will be an examiner to give you the vision test.

JON: That's easy to remember because I never go out without my contacts!

SUSAN: Check your car before you take the road test.

JON: Yeah, I need to check my rear-view mirror and side-view mirror. I also need to make sure my car is running, and that it has plenty of gas. I will also check to make sure that my seat belt is working.

SUSAN: You forgot one more thing.

JON: I don't think I forgot anything! What did I forget, Susan?

SUSAN: Don't forget to take your car keys with you!

JON: I sure won't forget them!

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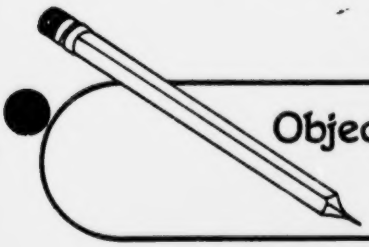

Objective: Students will describe the type of behavior to be used when dealing with a police officer.

Instructional Materials:

- Vocabulary and idioms for review
- Dialogue about interaction with a police officer
- List of fill-in-the-blank statements for evaluation

Procedures/Activities:

1. Review the meaning of vocabulary words and idioms in the sample dialogue.

2. Explain the role of the police officer, and the rights and responsibilities of car drivers.

3. Distribute the dialogues. Select students to read the parts.

4. Discuss the importance of displaying appropriate behavior with a police officer.

5. Have students role play encounters with a police officer. Provide students with several alleged violations and ask students to improvise a dialogue.

Evaluation:

- Students will write dialogues which depict appropriate interaction between a police officer and a driver.

- Students will complete the Evaluation Worksheet with 80% accuracy.

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Lesson 6

SAMPLE DIALOGUE: TWO BOYS AND A POLICE OFFICER

Vocabulary: Officer, ticket, traffic violation, warning, sirens, stop, license, registration, exceeding, speed limit, speeding, I'd better

Idioms: Cops, bum rap, step on the gas, pull over, fuzz

Setting: Jay is driving over the speed limit (55 mph). His friend, Rob, is riding with him. Sirens from a police car are heard.

ROB: Hear that noise? Wonder if it's a cop or ambulance?

JAY: Hey, it's the fuzz!!

ROB: What do the cops want with us? Step on the gas, Jay!

JAY: I'd better not. Guess I have to pull over.

OFFICER: Didn't you see the sign? You were exceeding the speed limit.

ROB: Hi ya, cop!

JAY: Yes, sir, I did see the speed limit.

OFFICER: Please give me your driver's license and your car's registration.

JAY: Yes, sir. Here are my license and my car's registration.

ROB: Why do you need his license? This is a bum rap!

OFFICER: Jay, I am going to give you a speeding ticket.

JAY: Why can't you give me a warning? I won't do it again!

OFFICER: No. You were going 65 miles per hour in a 55-mile-per-hour zone, Please obey the speed limit next time.

JAY: Yes, sir, I won't do it again. Please be quiet, Rob!

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Lesson 6

EVALUATION WORKSHEET

Fill in the blanks with the appropriate word from the vocabulary list discussed in this lesson.

1. If you are going too fast, you are _____ the speed limit.
2. It is important to know what the _____ is, so you will know how fast or how slow you should go.
3. The two things a police officer usually will ask for are _____ and _____.
4. You should carry your _____ at all times when you are driving.
5. If you hear noise from a police car or fire engine, you are hearing the _____.
6. If you see a police car with its flashing lights on behind you, you should _____.
7. When you talk with a police officer, you should call him or her _____.
8. If you are arrested for speeding, the police officer may give you a _____.
9 Speeding is a _____.
10. Sometimes, a police officer may give you a _____ instead of a ticket.

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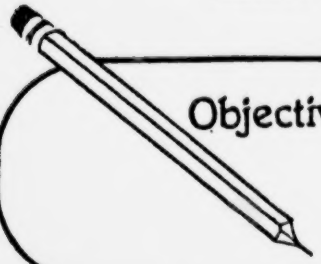

Objective: Students will define selected vocabulary relating to accidents, demonstrate understanding of instructions to be followed in case of an accident, and correctly fill out a citizen accident report.

Instructional Materials:

- Glossary of driver education vocabulary
- Transparencies of Accident Report Form
- Copies of dialogues for students

Procedures/Activities:

1. Introduce vocabulary in context using overhead or chalkboard. Use glossary, pictures, or other appropriate materials.

penalty	pedestrian
damage	insurance policy
injury	license plate
suspension	identification
investigation	incapable
intersection (see optional activity)	

2. Using students' knowledge and experience about car accidents, discuss the vocabulary.

3. Distribute the dialogue about an accident scene. Review vocabulary and have students dramatize the dialogue.

4. Describe the rules for intersections and describe accidents that can occur at intersections. In groups of two or three, have students describe an accident and fill out the sample accident report form. Have students dramatize the accident scene using a policeman, a driver, and a witness.

Evaluation:

Students will complete the evaluation worksheet with 80% accuracy.

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Lesson 7

DIALOGUE AT AN ACCIDENT SCENE

Vocabulary: Accident report, insurance card, wrecker, victims, skidmarks, passengers, driver's license, registration, ambulance, pavement markings, witnessed, reckless driving, road conditions, personal injury, property damage

Idioms: Exchange information, lost control

Setting: Two cars hit each other. The drivers, Mr. Smith and Miss James, get out of their cars.

MR. SMITH: Are you all right? What about your passengers?

MS. JAMES: I am all right, but my mother is hurt.

MR. SMITH: We need to call for an ambulance as well as the police.

MS. JAMES: Thank you for calling them. I'm glad we are calm.

MR. SMITH: We should not move our cars. We cannot leave the scene of the accident. Let's exchange information while we are waiting for the police.

MS. JAMES: All right, here are my driver's license and my insurance card for you to copy the information. Let me write down the information from your license and insurance card.

MR. SMITH: I have copied them down. Here come the police and the ambulance. Let's go and check on your mother.

MS. JAMES: I am glad my mother is now being taken care of.

OFFICER: Will you please tell me what happened here? I'd like for you to tell me one at a time.

MR. SMITH: I was driving in the right lane at about 45 miles per hour when she bumped into me on my side. Then I moved over more to the right and I then lost control of my car. The road was slippery.

OFFICER: I see the skidmarks. Ms. James, can you tell me what happened?

MS. JAMES: Well, sir, he was over the pavement markings into my lane and he bumped into me.

OFFICER: At what speed were you going, Ms. James?

MS. JAMES: I was going about 25.

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OFFICER: That is the correct speed for this zone. Mr. Smith and Ms. James, please give me your driver's licenses and registrations so I can fill out my report. I will then call a wrecker to tow away your car, Mr. Smith.

MR. SMITH: Yes Sir, here are my license and registration. Ms. James and I have already exchanged information needed to contact our insurance companies.

OFFICER: That is very good. Were there any witnesses to the accident?

MS. JAMES: Yes. The driver in that car parked behind my car saw what happened. His name is Mr. Roberts.

OFFICER: Mr. Roberts, I understand you witnessed what happened. Will you please tell me what happened?

MR. ROBERTS: Yes. That man came over into the left lane. He did not stay in his lane, so he bumped into her. He was going rather fast. He appeared to have lost control when he bumped into her.

MR. SMITH: I am sorry. I was wrong for going that fast.

OFFICER: I would like for you and Ms. James to fill out an accident report. Be sure to write down the property damage and personal injury, as well as the names of the victims and witnesses.

MS. JAMES: Thank you. I will now go and check on my mother in the emergency room.

MR. SMITH: I am sorry, Ms. James. I hope your mother will be all right.

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Lesson 7

ACCIDENT REPORT FORM

If you are a driver involved in an accident, notify the police immediately. You will have to fill out an accident report form.

I. Diagram a car accident. Read the directions and accident description below and draw a diagram of what happened on this form.

Directions:
1. Number each vehicle and show the direction of travel by using an arrow.
2. Use solid lines to show path before accident; use dotted lines for path after accident.
3. Show pedestrians with a circle.
4. Identify landmarks with names or numbers.

Description of accident: The accident occurred at 11:30 a.m. I was driving west on Main Street through the intersection of Main Street and Canal Road at 10 mph. The signal light at the intersection was green. A motorcycle was traveling south on Canal Street, coming to the intersection. It skidded and hit the right rear fender of my car. No one was injured. It was raining very hard, however.

II. Write your own description of an accident and ask another class member to diagram the accident and fill out an accident report form.

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Lesson 7

EVALUATION WORKSHEET

Fill in the blanks with the appropriate vocabulary or idioms used in this lesson.

1. Another name for people riding with you is _____.
2. If someone is hurt, you need to call for an _____.
3. When you exchange information, you need to have your _____ and _____ with you.
4. Someone who is hurt in an accident is called a _____.
5. You should not be angry with the other driver, but be _____.
6 When you are in a car accident, you should not leave the _____.
7. If you cannot control your car, you have _____ of the car.
8. The lines on the road are called _____.
9. The marks made by the tires on the road are _____.
10. The police officer will need your _____ and _____ to fill out his or her report.
11. Another name for a tow truck is _____.
12. Someone who sees what happened is a _____.
13. When you are telling what the road is like, you are describing the _____.
14. If you were going 20 miles over the speed limit, you would be charged with _____.
15. You need to know several things for an accident report. Six of them are:

    1._____ 2._____

    3._____ 4._____

    5._____ 6._____

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Objective: Students will identify regulatory or road hazard signs using shape, color, and/or wording as clues.

Instructional Materials:

- Copy of the Virginia Driver's Manual (or driver's manual of appropriate state)
- Road Signs worksheets
- Crayons, thin markers, or colored pencils for each student
- Additional materials for review/reenforcement or follow-up activities:

  Real Life Reading Skills, pages 6-10 (see Supplemental Materials)
  A Conversation Book: English for Everyday Life, page 108 (see Supplemental Materials)
  Looking at American Signs, pages 10-11 and 18-19 (see Supplemental Materials)

Procedures/Activities:

1. First lesson: Post the following safety rules: **(a) Obey all signs and posted limits, and (b) Scan for hazards.**
2. Introduce the general shape/color of road signs as related to function. (See pages 40-49 of Virginia Driver Manual, or the road signs section of your state's manual.) Focus particularly on hazard warning signs (diamond/yellow), construction and maintenance signs (orange), and regulatory signs (red and white).
3. Give out the Road Signs Worksheet and have students locate the school crossing sign. Discuss necessary driving precautions, and have students color and label. Proceed through other warning signs on the sheet in a similar manner. Save the arrow signs for the second lesson.
4. Discuss other areas which require hazard signs.
5. Summarize the actions a driver might take in response to various traffic signs. Collect the worksheets or direct the students to retain them for further work in the next lesson.
6. Second lesson: Begin with a brief review of color, shape, function, and meaning of the signs covered in the last lesson. Tell the student that the slash across a sign is used to indicate NO. Proceed as in previous lesson to discuss the regulatory signs and have students complete the worksheet on road signs.

   Review the meaning of speed limit and discuss why the limits for school zone, city, and highway driving are different. Ask: "What driving conditions might necessitate other speed limits?" Encourage students' verbal participation.

Evaluation:

Students will identify all regulatory and/or hazard road signs with 80% accuracy on the attached road signs test.

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NAME_____

ROAD SIGNS

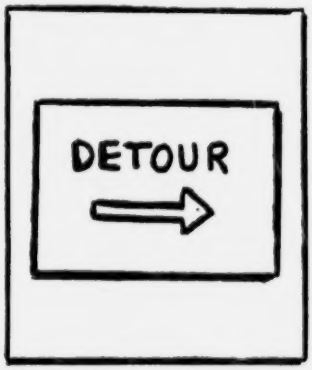
1.

2.

3.

4.

5.



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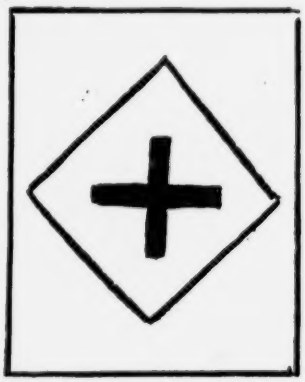

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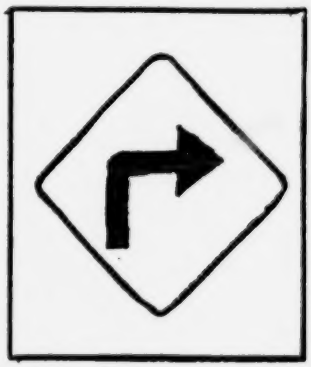

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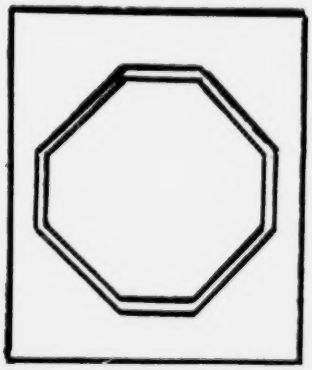

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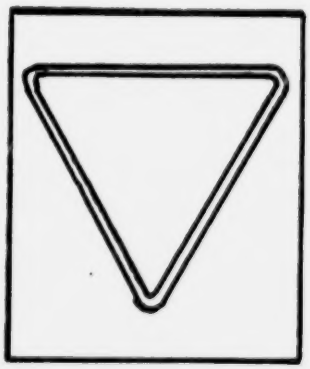

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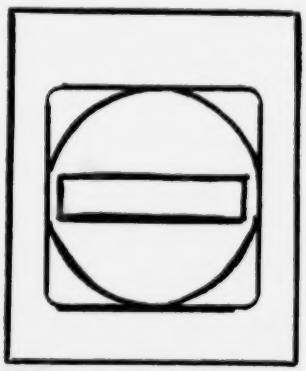

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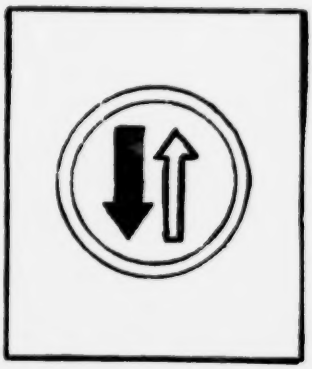

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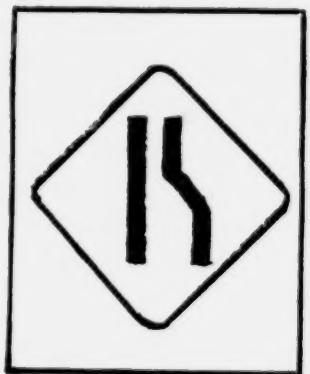

15.

16.

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ROAD SIGNS TEST

NAME_____

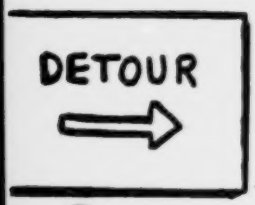
DATE_____

What should you do when you see these signs? Write the letter under the sign.

1._____

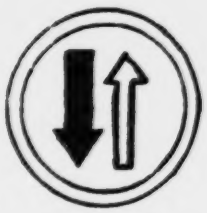
5._____

9._____



2._____

6._____



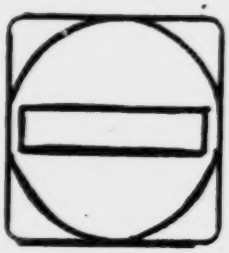
10._____

3._____

7._____

11._____

4._____



8._____

12._____

A. Look for train tracks ahead. Be ready to stop if a train is coming.

B. Prepare to turn sharply to the right.

C. Let other traffic go first.

D. Do not turn left here.

E. Leave this road and go to the right. There is a problem with this route.

F. Look for traffic crossing this road ahead.

G. Drive carefully because the road gets dangerous when wet.

H. Be aware that traffic goes in two directions on this section of the road.

I. Do not enter.

J. Slow down because the road ahead has many curves.

K. Do not turn around here.

L. Move over to the left. Your lane ends or the road narrows ahead.

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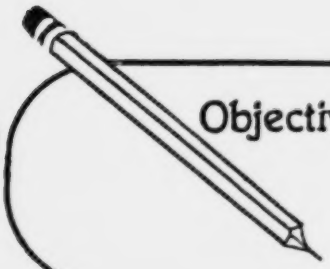

Objective:

Students will demonstrate awareness of the following driving safety rules:

a. Communicate your intentions. (Let other drivers know what you are going to do.)

b. Maintain a "space cushion" around your car.

Instructional Materials:

- Virginia Driver's Manual (or other appropriate state manual)
- Signaling/Space Cushion map for each student
- Instructions to Drivers worksheet, cut in strips
- Class set of Scope (see Supplemental Materials)

Procedures/Activities:

1. Post and explain the target safety rules introduced in lesson 9.

2. Arrange the classroom so that the aisles are clear for later use as a traffic pattern.

3. Teach hand signals for turns and stop (page 33, Virginia Driver's Manual or the appropriate page in your state's manual). Demonstrate lever positions for auto turn signals. Discuss braking and the brake lights. Discuss vocabulary related to this lesson.

4. Distribute the Signaling/Space Cushion map.

5. Direct students to follow streets with their right index fingers as the teacher gives driving directions. Left hands should signal appropriately. As soon as students are confident, pair them up and have them take turns directing each other around town.

6. Discuss "blind spot" and "tail gating." (See pages 32-35, Virginia Driver's Manual or appropriate driver's manual.) Define "space cushion."

7. Choose pairs of volunteers to walk ("drive") around the classroom streets following the accompanying Instructions to Drivers worksheet. The rest of the class should look for evidence of good or bad driving techniques.

Evaluation:

Students will identify, orally or in writing, 75% of the driving errors in the picture on page 48 of Scope, "Spot the Mistakes."

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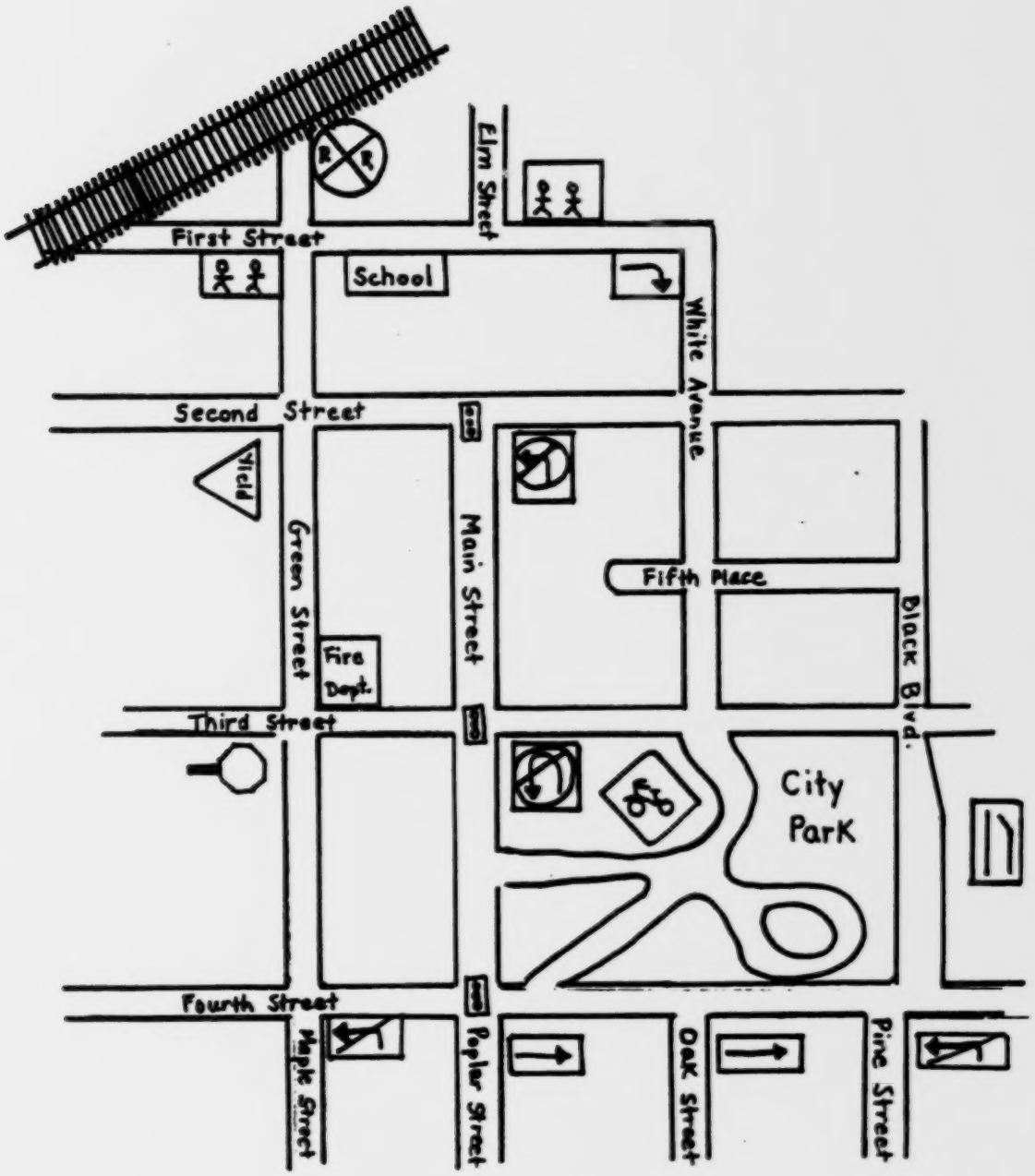
Lesson 9

SIGNALING/SPACE CUSHION
MAP



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Lesson 9

SIGNALING/SPACE CUSHION

INSTRUCTIONS TO DRIVERS

A. Drive from _____'s chair past _____'s to _____'s. Signal your turns and stops before each corner. Use your rear view mirror to help scan for hazards.

B. Drive behind A. Get very close.

- -

A. Drive too fast from _____'s chair to _____'s. Signal all stops and turns.

B. Drive behind A. Maintain a safe distance (2 seconds).

- -

A. Drive carefully from _____'s chair to _____'s. Watch for hazards and react appropriately.

B. Start out in front of A's car at _____'s chair.

- -

A. Drive from _____'s chair to _____'s. Do not signal as you turn at _____'s chair.

B. Pass A's car as A drives. Be sure to signal before you pull out.

- -

A. Drive from _____'s chair to _____'s. Weave from side to side turning your steering wheel wildly.

B. Follow A's car but stay in the center of your lane.

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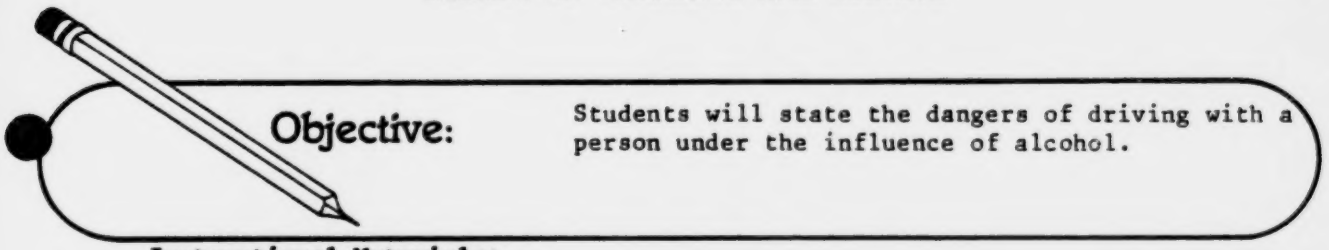

Instructional Materials:

- Vocabulary and idioms for review
- Dialogue on drinking and driving
- List of true or false questions for evaluation
- Newspaper articles about accidents caused by drinking and driving

Procedures/Activities:

1. Discuss the meanings of vocabulary words and idioms.

2. Discuss the disadvantages of drinking and driving as well as the importance of not riding with a drunk driver.

3. Distribute newspaper articles. Have students read and discuss.

4. Distribute the dialogue on drinking and driving and select students to read parts.

5. Discuss ways to resist pressure to ride with a drunk driver and how to avoid these awkward situations.

Evaluation:

- Students will write about one of the following topics:
  - What to do when pressured to drink or take drugs
  - What to do when a drunk driver won't give up the car keys
  - How to save face in awkward situations involving people under the influence of drugs or alcohol
- Students will write short essays about awkward situations involving drugs and alcohol, and what solutions they found.
- Students will complete the drinking and driving quiz with 80% accuracy.

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Lesson 10

DIALOGUE: DRINKING AND DRIVING

Vocabulary: Designated driver, intoxicated, under the influence, car keys, cab, taxi

Idioms: Puke, smashed, wasted, stoned, drunk

Setting: Late in the evening at a party several people are getting drunk. It is time for people to go home. Peter, who drove his friends to the party, is getting quite drunk. His friends need to decide how to get Peter and themselves home safely.

PETER: Boy, am I getting smashed! It's great fun here!

JANE: It's getting late. We need to get home.

PETER: Let me have a couple more and then I'll take you home.

BOB (overhearing): Hey, Peter, you're getting wasted. Give me your car keys.

PETER: Why? I can drive. I'm fine!

ANN: You are drunk. You cannot drive under the influence of alcohol.

PETER: I'm fine! I've only had four drinks. You don't need my keys, Bob.

JANE: If you don't give Bob the keys, I'm not going with you. I'll call a taxi.

ANN: That's a good idea, Jane. Let's call a cab.

BOB: We can't let Peter drive while he's intoxicated. I'll be the designated driver. I haven't had anything to drink; I'm not stoned.

JANE: Gee, thanks! Good friends don't let their friends drive drunk. Come on, Peter, let's get in the back for a change. Just don't puke on me, please!

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Lesson 10

DRINKING AND DRIVING QUIZ

TRUE OR FALSE?

1. It is okay to drive home after you have had a lot to drink.

2. Call your parents or call a cab if you may not make it home safely.

3. It will be safe for your friend to drive home if he or she has had too much to drink.

4. Try to get the car keys away from a friend who has had too much to drink or has been taking drugs.

5. If your drunk friend gets mad at you for taking his or her car keys away, you should give the keys back.

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Objective: Students will list the "do's" and "don'ts" required for a driver to maintain good physical condition.

Time: 50-55 minutes

Instructional Materials:

- Movie projector
- Two movies (one per lesson) from your media center pertaining to alcohol, drugs, and driving
- Virginia Driver's Manual for teacher's reference (or your state manual)

Procedures/Activities:

1. Post the safety rule: **Keep the car and yourself in good driving condition.**
2. Define/discuss driver condition problems in Virginia Driver's Manual, pages 108-114, or other appropriate manual.
3. Show a movie and discuss. Repeat with second movie during next class period.
4. Ask students how they can keep themselves in good driving condition. List "do's" and "don'ts" on the board or on a transparency and worksheet for inclusion in the students' notebooks.

Evaluation:

Students will list with 80% accuracy, orally or in writing, the "do's" and "don'ts" for good physical condition in a driver.

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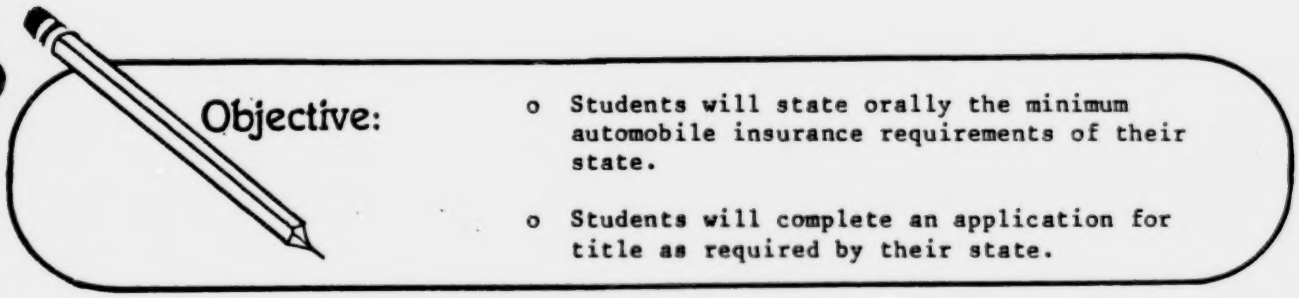
Objective:
o Students will state orally the minimum automobile insurance requirements of their state.
o Students will complete an application for title as required by their state.

Instructional Materials:

- o Related vocabulary: liability insurance, collision insurance, deductible, comprehensive insurance, downpayment, installments, annual premium, semiannual, coverage, title
- o Dialogue about how to buy a car
- o Copies of the Application for Certificate of Title and Reassignment of Title forms from your state
- o Tests

Procedures/Activities:

1. Ask students whether they or their families own a car, and what the responsibilities of car ownership are.

2. Outline the steps that need to be taken to buy the most economical and appropriate car.

3. Distribute the forms mentioned above. Discuss vocabulary. Encourage student discussion about the forms.

4. Focus the discussion on insurance coverage. Ask: "Why do you need it? How do you get it?"

Evaluation:

Students will fill out an application for certificate of title with 100% accuracy.

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DIALOGUE: HOW TO BUY A CAR

Kim is taking Cheng out to buy a car. On their way Kim is explaining to Cheng what's to be done.

KIM: Show me that address again. I think we're very close.

CHENG: I hope the car we're going to see is better than the one we saw yesterday.

KIM: Well, we need to watch out for the condition of the car. If we don't find one in good shape through the newspaper ads, we'll go to a dealer.

KIM: Here we are. That must be the owner.

OWNER: Young men, are you the ones who called me?

KIM: Hello, yes. Let's see the car. (They look over the car and are not happy with what they find.)

KIM (whispering): Cheng, let's go to a dealer.

CHENG: Ok, sir! We'll give you a buzz. Thanks for your time.

KIM: This is the third car being sold privately that we've looked at. I didn't like any of them.

CHENG: I think we'll get a better deal from a dealer.

KIM: At least there it's guaranteed. Of course you pay more.

Three days later:

KIM: Ok, buddy. Ready? Let's go to the DMV and to an insurance company.

CHENG: Here. I've got the title and my birth certificate.

KIM: Good. Remember that at DMV you fill out the forms. They change the title to your name and give you new license plates, too.

CHENG: But Kim, don't you think we should first go and get some auto insurance? Let's call them.

KIM: Don't you worry, we'll do both.

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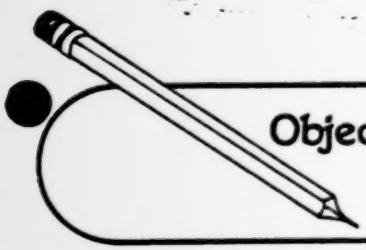

Objective: Students will state the advantage of periodic maintenance of a vehicle.

Time: 50-55 minutes

Instructional Materials:

- o Maintaining Your Car worksheet
- o An auto manual (or copy of pertinent pages) for each student

Procedures/Activities:

1. Pass out an auto manual to each student.

2. Help students use the table of contents to locate pages pertaining to maintenance. Identify with the students the parts of the car that need maintenance (section headings on the worksheet and in the manual). Show the students how to scan the text to find out how often (how many months or miles) a particular item needs care.

3. Pass out worksheets. Fill in one section together. Then, allow the students to complete the worksheet independently. Assist students as needed.

4. Check and discuss results. Ask: "Which parts need maintenance most often? Least? What must be done? What are possible results of neglecting maintenance?"

Evaluation:

Students will complete, with 80 percent accuracy, a worksheet on auto maintenance.

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MAINTAINING YOUR CAR WORKSHEET

Car Part	What Needs to Be Done?	How often?
Battery		
Brakes		
Fan Belt		
Fuel Filler		
Lubrication of Chassis		
Tires		
Transmission		
Wheels		

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LESSON 14: ECONOMY DRIVING

Objective: Students will list ways to get better gas mileage.

Intructional Materials:

- Vocabulary: gallon, liter, odometer, mph, mpg, depreciation, passenger, gasoline, oil, mileage, distance, consumption
- Dialogue on economy driving
- Quiz on economy driving

Procedures/Activities:

1. Discuss new vocabulary.
2. Distribute appropriate handouts.
3. Distribute dialogue, and have students role play the parts.
4. Have students write an essay on the topic of economy driving, focusing on how to do it and why it's a good practice.

Evaluation:

Students will write a list of ways to save gasoline. Students will complete the quiz problems with 80% accuracy.

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Lesson 14

DIALOGUE: ECONOMY DRIVING

Rosa is riding with Bob from New York to Virginia. On their way she asks Bob several questions and Bob gives her all the necessary information.

ROSA: Why didn't we start later in the day?

BOB: Well, you drive more safely when there's no traffic jam.

ROSA: The road is clear. Why don't you speed up? Let's get home earlier.

BOB: Well, the speed limit is 55 mph. I don't want to get a ticket, and besides, you use more gas if you go faster.

ROSA: Gas! How come?

BOB: That's right. The faster you drive the more gas you use.

ROSA: Hey, slow down! I'm afraid you made a mistake! Why did you turn?

BOB: No, I didn't. I'm taking a short-cut and cutting down the distance. You don't have to keep on one road. By taking short-cuts you also save time, gas, and mileage.

ROSA: Thanks, Bob, for your help. I learned a lot about saving time, money, and gas!

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Lesson 14

ECONOMY DRIVING

QUIZ PROBLEMS

1. Eight gallons of gas were used to drive 250 miles at 30 mph. How many gallons were used to drive 400 miles at the same speed?

2. Suppose your car travels 45 miles at 50 mph and uses 2 gallons of gas. How many miles per gallon can it travel at this speed?

3. At 80 mph your car will use 3 gallons of gas for the same 45 miles. What is your car mpg at this speed?

4. Sandy figured out that by driving sensibly and with good driving conditions she reduced the cost of driving her car by $0.025 per mile. How much did she save after driving 12,850 miles?

5. Is the speed limit within the city the same as on the highway?

6. What are the disadvantages of speeding?

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SUPPLEMENTAL MATERIALS

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